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ABSTRACT

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by Carole Schmidt. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in this course see: ED 033 700 (Health). (MB)

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Instructional Objectives for a Junior College Course in Health

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ERIC Clearinghouse for Junior Colleges
University of California
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Unit I

Orientation to Health and Ecology

I Concepts:

1. Health is not an end in itself, but a means of attaining life's goals.

2. Health is a quality of life.

3. Health cannot be defined within strict limits.

4. Each individual human being is unique.

Goal:

I The student will understand what is meant by the term health and how health relates to him as an individual.

Objectives:

1. The student will write on his own in class a paragraph or two describing at least five major goals in life a person might have and why health is an important factor in attaining these goals.

2. In class the student will discuss what is meant by "health is a quality of life" with other students and make a summary of the discussion for his notes.

3. The student on his own time, guided by his readings will formulate a scale to measure health and define the limits of the scale (if any).

4. The student after a class discussion on the subject will list the influences on an individual that determine his health status briefly describing in 25 words or less how each influences health.

5. On a test question without the aid of notes, the student will defend the uniqueness of an identical twin, illustrating with at least three factors.

6. The student will diagram a model of health based on what he has learned about health to date and what it means to him. The model will show the three major determinants of health, environmental influences and the scale of health. Notes and text may be used as aids.

II Concepts:

5. All living things compete with and adapt to the organisms and conditions in their environment.

6. All living things are subject to physical and biological stimuli.

7. Both genes and environment determine every characteristic of a living organism.

Goal:

II The student will understand what constitutes an ecosystem and how if it is disturbed a process of counterbalancing tends to occur, with the result that a new balance may be achieved.

Objectives:

7. From his readings the student will note examples of genetic and environmental adaptation in organisms and be able to recall at least two examples of each type.

8. Using different organisms the student will identify and describe in writing without any aid at least five examples of physical and biological stimuli as discussed in the text or in class.

III Concepts:

8. Culture is learned.

9. Man requires a prolonged growth and developmental period in order to achieve culturally learned behavioral patterns.

10. The acquired or learned behavior of man enables him to constantly adapt to change.

Goal:

III The student realizes the ways in which culture can confound the ecological relationship of biological organisms within their environment.

Objectives:

9. Given a list of 10 different behaviors and organisms, without aid, the student selects which behaviors are learned and which are instinctive.

10. The student can cite from text, notes or class discussion three ways in which culture has enabled man to successfully adapt to environmental problems.

11. The student can cite as above three ways in which culture created unfavorable environmental interaction for man.

12. The student takes in class without any aid an objective test on the assigned reading consisting of 52 objective type questions.

Unit II

Man and Disease

I Concepts:

1. Disease affects not only health, but political, social and economic factors as well.

I Goal:

From historical examples, the student will understand the far-reaching effects of major diseases on the social development of nations throughout the world.

Objectives:

1. Using the plague as an example, the student will analyze the disruptive social effects of disease on a nation, in an essay using reading and notes as references.

2. Given a list of major disease outbreaks the student will match these to specific instances of political, social or economic upheaval, without aid on an in-class test.

II Concepts:

2. Communicable diseases, although declining in incidence, continue to be major health problems.

3. Disease is the detectable result of the unfavorable equilibrium between the host and the disease agent in a particular environment.

4. Epidemiology, the study of the occurence of disease in populations, provides the basic scientific principles and procedures for disease prevention and control.

5. The infectious disease process consists of a series of stages or events, which must be understood in order to prevent and control disease.

6. Successful disease control comes from finding the weakest link in the infectious cycle and then applying effective measures.

II Goal:

The student will know the basic scientific principle for disease prevention and control.

Objectives:

3. In twenty-five words or less the student will describe a present-day problem or problems associated with each of ten different diseases, in class without aid.

4. The student outside of class, will design a model of interaction between host, disease agent and environment showing the factors that protect from or predispose one toward the development of disease. This assignment is to be handed in.

5. Given a case history in epidemiological investigation, in a class discussion, the student will sort out the scientific principles and procedures utilized to identify, control and treat the problem.

6. Without aid, the student will relate the events in the transmission cycle of infectious disease.

7. Given the names of the stages in the disease cycle the student will describe the development of the disease at each stage in twenty-five words or less, without aid.

8. Given a case history of a disease outbreak, the student working

in small groups and using available materials, will develop procedures to identify, control and prevent future outbreaks of the disease.

III Concepts:

7. Chronic and degenerative diseases are leading causes of mortality in the United States.

8. Chronic and degenerative diseases are significant factors contributing to disability.

9. Early detection of chronic disease improves chances of recovery.

10. There is a wide variety of chronic diseases affecting young as well as older persons.

III Goal:

The student will know there is a variety of chronic diseases, some of greater threat at different age levels, the effect of which can be minimized by early detection and treatment.

Objectives:

9. From a list of mortality rates giving the number of deaths occurring for each disease or event, the student will correctly list in descending order the top ten causes of death.

10. In class the student will compare and contrast communicable and chronic diseases.

11. Given a list of diseases the student will correctly match them to an appropriate method of detection.

12. Given a chronic disease the student working in a small group, will analyze the personal, social and economic effects on the individual and society.

Unit III

Nutrition and Food Selection

I Concepts:

1. The body uses food as a source of energy, for growth and repair of body tissues and as a regulator of body processes.

2. Some nutrients must be provided directly in one's diet, others can be synthesized in the body.

3. The basic-four food groups can serve as the basis for meeting nutritional needs.

4. Nutrient value of foods is affected by processing and preparation for eating.

5. Motivational factors other than good nutrition influence human intake of food.

I Goal:

The student will select wholesome foods based on his knowledge of the nutrient needs of his body and the action of these nutrients in his body.

Objectives:

1. From a list of different foods, the student will correctly list a major nutrient of the food, major use of the nutrient in the body and whether or not the nutrient must be provided directly in the diet or whether or not it can be synthesized by the body.

2. The student will identify without error the four basic food groups and sort a list of foods into these four basic groups.

3. The student will demonstrate knowledge of food processing and preparation by describing in twenty-five words or less the care required to maintain high nutrient content of ten different foods.

4. Outside of class, the student will write a 250 to 300 word essay describing the social, cultural and psychological factors that influence food selection.

5. At the end of the course the student will answer a questionnaire designed to determine if he has favorably improved his food habits.

Unit IV

Mental Health

I Concepts:

1. Mental health is not an absolute, it is achieved to varying degrees by different people.

2. A person who has struck a suitable balance between himself, his needs, and his environment is considered to be mentally healthy.

3. Goal setting, the formulation of goals, is basic to motivation and self-direction.

4. Our behavior, feelings and decisions can be influenced by our unconscious thoughts.

5. Emotions involve the physical as well as the psychological.

I Goal:

The student will learn appropriate personal and social adjustments enabling him to meet the problems and stresses of life that are utilized by mentally healthy individuals.

Objectives:

1. The student will state the three basic factors underlying mental health and describe in a short paragraph how these factors vary to promote different degrees of mental health.

2. In a 250to 300 word essay outside of class the student will describe what is considered to be a "suitable balance" between self, needs and environment to be mentally healthy.

3. Working in small groups in class, the student will discuss, Freud's, William Glasser's and Erik Erikson's views of mental health needs summarize these needs and develop guidelines to satisfy these needs. Text and resource materials may be used and cited.

4. Given a list of mental illnesses or symptoms of maladjustment, the student on a classroom test without aid, will classify them as to degree of mental illness and describe them in twenty-five words or less.

5. With the aid of his readings the student will describe two instances of 1) unconcious thoughts affecting behavior; 2) emotions affecting the physical; 3) emotions affecting the psychological.

UNIT V

Drugs and Psycoactive Substances

I Concepts:

1. Drugs have been helpful in the control and prevention of many diseases.

2. For many persons, drug use becomes a way of life in modern society.

3. With continuous use, some dangerous drugs produce a physical and psychological dependence; others result in psychological dependence only.

4. Drug dependence, both physical and psychological can be cured over an extended period of time with the individual's deep desire for a cure and with modern treatment.

I Goal:

The student will understand the factors that lead to drug dependence and the steps that can be taken to prevent, avoid or cure such dependence.

Objectives:

1. The student, in class without aid, will describe in about twenty-five words four of five beneficial instances of drug useage.

2. In class without aid, the student will correctly categorize a list of drugs according to stimulate, depressant or hallucingenic action and describe a major symptom for each.

3. Working in small groups, the student will develop a list of factors leading to or encouraging drug abuse and for each factor describe available treatment and control for such abuse. The groups will summarize the major factors then and suggest improvements in the prevention of drug abuse.

4. In a 250 to 300 word essay in class without aid the student will summarize the major laws regarding dangerous drugs, alcohol and tobacco.

5. The student will choose sides and take part in a class debate, "Which is worse--alcohol or marijuana?" The two groups will together summarize debate with a list of recommendations concerning the two drugs.

Unit VI

Effective Family Living

I Concepts:

1. Human sexuality is one of the fundamental aspects of personality.

2. Cultural influences play significant roles in the determination of standards of masculinity and femininity.

3. Sex values are undergoing change with firmer, more wholesome bases being sought for them.

4. In a love relationship there develops a related emotional dependence and an ability to communicate not only in terms of words, but in attitudes, feelings, and thoughts as well.

I Goal:

The student will understand that human sexuality is a function of self, culture and sex values.

Objectives:

1. The student, using available resource materials, will write an essay of 250 to 300 words on "Sex is not something we do but something we are," discussing why sexual activity is not separate from personality.

2. The student, without aid, will describe three of four instances of different cultural views of masculine and feminine behavior.

3. The student will correctly describe seven of ten different sexual standards in twenty-five words or less.

4. In small groups, the student will develop at least one example of how changing sexual values attempt to promote closer male-female relationships. Older mores may be used to illustrate these changes.

II Concepts:

5. The family life cycle provides a description of future years, family roles and responsibilities.

6. Marriage continues to be a significant relationship despite present day social and cultural changes.

7. Family planning plays a significant role in the well being of individuals and society.

8. Knowledge and skill in meeting the needs of a baby are essential to his optimal growth and development.

Goal:

II The student will appreciate the role of the family both for himself and society.

III The student will learn the qualities of personality and other social factors that promote successful marriage.

IV The student will learn parental activities and attitudes that contribute positively to the growth of the child.

Objectives:

5. The student, without aid, will correctly describe the major types of family structures found in various cultures and the reasons or factors promoting these social structures.

6. In groups of two or three, the student will discuss personal and social factors contributing to successful marriage and summarize these in a comprehensive list with the rest of the class.

7. Without aid, in approximately twenty-five words for each, the student will correctly describe ten different methods of birth control.

8. Without aid, the student will trace the path or diag. am the female ovulation cycle.

9. The student will describe the signs of pregnancy and discuss at least two procedures for verifying pregnancy, in a 250 to 300 word essay done outside of class using available resources.

10. The student will describe,without aid, in approximately fifty words, the three stages of pregnancy and the three stages of labor.

11. Independently selecting a number of recognized child authorities, the student will list the basic needs of an individual and relates these needs to the growth and development of the child. He will present and defend at least two major points in a class discussion.